

**REVISED**

**DATE: March 29, 2005**

***2004-2005 No Child Left Behind - Blue Ribbon Schools Program***

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*U.S. Department of Education*

**Cover Sheet**

Type of School: ☐ Elementary ☐ Middle ☒ High ☐ K-12

Name of Principal Mr. Wayne Olson  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Turtle Lake High School  
(As it should appear in the official records)

School Mailing Address 205 Oak Street North  
(If address is P.O. Box, also include street address)

Turtle Lake WI 54889-8929  
City State Zip Code+4 (9 digits total)

County Barron School Code Number\*502310

Telephone (715) 986-4470 Fax (715) 986-2444

Website/URL [www.turtlelake.K12.wi.us](http://www.turtlelake.K12.wi.us) E-mail [cdunlop@turtlelake.K12.wi.us](mailto:cdunlop@turtlelake.K12.wi.us)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date\_\_\_\_\_

Name of Superintendent\* Mr. Chuck Dunlop  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of Turtle Lake Tel. (715) 986-2597

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date\_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Joseph Molls  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date\_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

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**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:        1   Elementary schools  
      1   Middle schools  
    \_\_\_\_\_ Junior high schools  
      1   High schools  
    \_\_\_\_\_ Other  
      3   TOTAL
2. District Per Pupil Expenditure:      \$10,091  
     Average State Per Pupil Expenditure:      \$10,023

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☒ Rural
4.   2   Number of years the principal has been in her/his position at this school.  
  4   If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	14	20	34
2				10	20	24	44
3				11	31	17	48
4				12	27	28	55
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							181

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>96</u>         | % White                          |
| <u>          </u> | % Black or African American      |
| <u>          </u> | % Hispanic or Latino             |
| <u>          </u> | % Asian/Pacific Islander         |
| <u>4</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	181
(5)	Subtotal in row (3) divided by total in row (4)	.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 0%  
          Total Number Limited English Proficient  
 Number of languages represented: 0  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 44%  
 Total number students who qualify: 58

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8%  
15Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- 1 Autism                           Orthopedic Impairment  
     Deafness                   1 Other Health Impaired  
     Deaf-Blindness           10 Specific Learning Disability  
     Hearing Impairment            Speech or Language Impairment  
3 Mental Retardation            Traumatic Brain Injury  
     Multiple Disabilities           Visual Impairment Including Blindness  
2 Emotionally Disturbed

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>    </u>
Classroom teachers	<u>19</u>	<u>    </u>
Special resource teachers/specialists	<u>1</u>	<u>    </u>
Paraprofessionals	<u>    </u>	<u>    </u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>22</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio: 9.53

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96 %	97 %	94 %	96 %	94 %
Daily teacher attendance	92 %	94 %	92 %	94 %	94 %
Teacher turnover rate	10 %	10 %	10 %	0 %	0 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

14. **(High Schools Only)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>47</u>	
Enrolled in a 4-year college or university	<u>30</u>	%
Enrolled in a community college	<u>13</u>	%
Enrolled in vocational training	<u>28</u>	%
Found employment	<u>21</u>	%
Military service	<u>      </u>	%
Other (travel, staying home, etc.)	<u>      </u>	%
Unknown	<u>      </u>	%
<b>Total</b>		100 %

### **III - Summary**

It is Turtle Lake High School's goal to educate and prepare our students for life, not only with "book smarts" but with good moral character and the ability to take on whatever challenge their life brings them.

Turtle Lake High School serves a rural community with agricultural and seasonal tourism the predominant industries. The student population of 181 have raised requirements due to the No Child Left Behind Act. Our high school now operates on an 8 period day. Over the past three years our school completed a comprehensive school reform effort. First, we have made efforts to set high expectations for student achievement and required greater expectations for reading and writing. Teachers within Turtle Lake High School have a goal of students completing writings at least once a week in every class. The results of these changes are starting to show as we have won the "New Wisconsin Promise Award" in the high school two years in a row. We are looking forward to receiving our scores again this spring to find out how we did!

Seniors at Turtle Lake High School must also complete a project that requires research, a product and a multi media presentation before they graduate. Our school has also "clamped down" on attendance. A stringent attendance policy has been implemented where truancy charges are filed after three unexcused absences and students must make up excessive absences in summer school. Students have noted that increased expectations for behavior have resulted in a great school climate.

Here at Turtle Lake students are very comfortable approaching their teachers for extra help to accommodate their needs. Over the past few years our 21<sup>st</sup> Century grant has even been able to provide extended media center hours, a supervisor/tutor and an activity bus for students who need to stay after school to get extra help. Our students are also required to participate in silent sustained reading at least two times per week.

Turtle Lake High School continually reviews, revises, and expands the curriculum to meet our students needs. Recent actions with curriculum mapping, updated course outlines, and class articulation agreements with some of our upper level English and Business Education course and our nearby technical college make it an incentive for students to earn an A- or better to receive dual credit while in high school and not even have to travel away from our school building. Science teachers have recently revised the 7<sup>th</sup>-9<sup>th</sup> grade curriculum to align with state standards and mathematics teachers have implemented a reformed state curricula. School leadership has also expanded our curriculum through offering Distance Learning opportunities as well. This year we have students enrolled in Mythology, Criminal Justice and Sign Language.

Our administration continues to provide a vision for our school in multiple forms. The principal holds weekly staff meetings with coffee and doughnuts to provide opportunities for staff interaction and plans to continue to attend data retreats to desegregate student progress on the state assessments, grades, involvement in activities affect student learning within the Turtle Lake School District

## IV – Indicators of Academic Success

### Part 1

The state of Wisconsin, in meeting the demands of the federal legislation of No Child Left Behind (NCLB), has developed an assessment design known as the Wisconsin Knowledge and Concepts Exam (WKCE). This assessment framework is designed for students in 4, 8 and 10th grade. The assessment evaluates the application of Wisconsin standards in all four content areas, although, we will only be discussing Reading and Mathematics.

Turtle Lake High School has participated in a District Wide Data Retreat in order to more meaningfully meet the needs of all students. This retreat has helped the high school to identify trend data within standards. The proficiency data provided, <http://data.dpi.state.wi.us/data/graphshell.asp?GraphFile=GEDISAPRIORYEARS&Comp> show the number of students at Proficient or Advanced using this data. The following is a brief display of the data in reading and mathematics.

- 2001/2002/2003      Grade 10 Reading      60%/78%/93%    Proficient & Advanced
- 2001/2002/2003      Grade10 Math      39%/83%/93%    Proficient & Advanced

**\*\*Adequate Yearly Progress levels have been identified by the Wisconsin Department of Public Instruction (DPI). This progress for the years mentioned was set at the following:**

Reading      64% Proficient & Advanced  
Math      37% Proficient & Advanced

**(This AYP will increase each year until 2014 when 100% of our students are at Proficient & Advanced, 80% or better.)**

Although the data collected for all students has indeed been exceptional, the subgroup data is continually being addressed. Support programming is continually being identified and modified. The following programs are producing results and will continue to be monitored:

- High School Reading Support, **SSR**
- K-12 Comprehensive Writing Program, **6 Traits Writing Model**
- Increased mathematics instruction for HS seniors, **3 credit structure**

### Part 2

The Turtle Lake High School has participated in an annual DATA Retreat provided through the regional Cooperative Educational Service Agency (CESA 11) for the last four years. The focus of this retreat is to understand the quality of the educational programming provided and to empower school and district leadership teams to use their own data to inform their school improvement process. This has been a powerful catalyst for improvement in several ways.

#### **1.) Creation of professional leaning communities**

The leadership team bonds and learns collaboratively. This cohesive group is energized to lead their peers toward positive change for the learning community.

## **2.) Management of district data**

The retreat process guides high school personnel in gathering and organizing their data. These data teams learn about the human and technological data management efficiencies and inefficiencies that occur with their school and district.

## **3.) Focus attention on student learning**

The central focus for the retreat is to focus on the data relevant to student achievement. By studying primarily student data, through related lenses of programs and structure data, professional practice data, and parent and community data – team members gain a rich view of the interrelationships between these factors and student learning.

## **4.) Improvement planning**

The team analyzes and interprets the data to develop observable and measurable goals for improvement for the following year. This plan builds upon these few targeted goals which center on students, by describing the action strategies and evaluation process that will lead to the goal. Their plan is not complete without the team's strategies and timelines toward sustainability.

## **Part 3**

A question that begs to have the assumptions challenged is: How well do we know how our students are performing? This question grounds the ongoing data team each year, and much communication is disseminated to the larger learning community.

Three years ago Turtle Lake High School wrote and received a **Comprehensive School Reform Grant**. Working with **High Schools that Work (HSTW)** helped to clarify and focus the programming and achievement goals for grades 9-12. An outcome for this grant was the completion of a Curriculum Mapping process 9-12. Through this process the high school continues to develop "concept maps" for both the core and encore curricula. These documents will be housed on the district technology server for both in-house staff as well as the larger community. This mapping is best carried out electronically so that both communication and revision can be immediate.

The success of this mapping program can be seen in two specific outcomes: measurable improvement in student performance in the targeted areas, and the institutionalization of mapping as a process for ongoing curriculum and assessment review. Mapping has created a blueprint for the communication of the concepts, skills, assessments and benchmarks designed within specific units of study. All this grounded by essential questions that measure student progress within identified curricula.

Parents, students and the larger community have the opportunity and the access to connect to the state standards and benchmarked skills at each grade/content level.

**HSTW** supported the use of evidence folders compiled by each teacher to demonstrate the use of new and improved instructional techniques and better assessment practices. This aligned with the curriculum maps have created a dynamic framework for identified success for ALL students.

The implementation of the HSTW model has improved the level of parent and community involvement opportunities in the Turtle Lake High School. Examples of new opportunities for collaboration with parents and community include:

- The creation and implementation of a post-graduation survey in hopes of pinpointing areas of concern.
- The new expectation of seniors to volunteer to work with or job shadow a community member for their senior project.
- New format of student scheduling to include parents and students.
- Parent surveys for input education issues and programming in the district
- Revised and stronger alignment of work study programs for seniors
- Parent and community membership on the advisory committee for school reform process.



## **Part 4**

The Turtle Lake High School is extremely pleased with the work diligently aligned to sharing the successes of the trend data and school improvement structures. This work is continually shared within the region and state through a number of professional development structures. Turtle Lake High School is a member of the CESA 11 regional network. This network provides many opportunities to share and gather information.

The following are just a few of the network opportunities provided for within CESA 11 that Turtle Lake High School has become involved with.

- CESA 11 STAR Academy  
Summer professional development venue that district teaching professionals engaged in 6 Trait Writing seminars
- Instructional Methodologies with Micky Hickman, HSTW Educational Consultant
- Title I Consortium
- Title IV Consortium
- CESA 11 Barron County Tobacco Grant

Turtle Lake High School has also been active nationally. High School teachers and administrators facilitated a seminar on the use of the Senior Project designed for English and Social Studies collaborative integration in Atlanta, 2003. These two departments combined efforts in implementing this project which includes a 10-12 page research paper, a project, community involvement/volunteer hours, an oral presentation, and a final portfolio.

The Turtle Lake High School intends to continue with these partnerships and opportunities to share successful instructional strategies and methodologies using them as building blocks for continued progress toward the school reform goals and student achievement.

## **V -Curriculum and Instruction**

### **Part 1**

The standards movement of the 1990's has brought the content of the school curriculum to the forefront of discussions about school reform and renewal. The state of Wisconsin has developed a rigorous set of standards that each school district within the state has adopted and created meaningful benchmarks with assessment tools that compliment the instructional practices guiding student learning. Turtle Lake has structured the curriculum so that it allows students and teachers to study in greater depth some of the most important topics and skills. In other words, the district has identified very primary concepts and skills within the model academic standards that each student will be held accountable for and will be assessed using multiple measures making sure that each child does in fact succeed. This delivery model assures that each student will acquire both the essential skills and knowledge of each subject. This structure also responds to students' individual differences. The conceptual "mapping" model that the district is using to harness the curriculum focuses achievement on the identified grade/course level benchmarks and communicates the multiple measures that teachers are using to assess their students. This tool has the potential for rich data gathering and guides content level decision making for strategic planning. Each content team has focused on a variety of activities to continue working for continuous improvement.

**Reading/Language Arts** has created a comprehensive program using the interactive elements of comprehension, vocabulary/spelling, grammar, and writing. These elements are supported by strategic teaching and the cognitive development of the students. The basal series (Scott-Forsman) and support materials that are used at the K-6 level, along with the 6 Traits writing model, have shown gains in student achievement over time and continue to challenge students. The emphasis of teaching reading in the content areas is helping learners to make connections between what they already know and "new" information

presented in the text. As students make these connections, they create meaning; they comprehend what they are reading.

Turtle Lake High School's **foreign language** program has supported the reading in content initiative. Typically, children learn to read using basal readers. They have multiple opportunities to interact with and learn narrative text structure. Eventually, students are handed informational text and foreign language resources and are expected to make the leap from learning to read through stories written in familiar chronological order to learning to read to obtain information from content and other languages that are organized in entirely different ways. The content strategies being supported outside of the reading classroom are instrumental in student achievement within foreign language and content.

The **mathematics** curriculum has also been guided by using a set of benchmarked standards at each grade/content level. These benchmarks have raised the awareness level of teachers, students, and parents. The Turtle Lake mathematics curriculum has moved from a "shopkeeper's arithmetic" and routine problem solving model to a more sophisticated mathematical reasoning and problems solving approach. This NCTM supported approach to the content has helped the students to continue to make yearly adequate progress (AYP) well above the state identified gains. These gains have been significant at the high school level. Data is being gathered to support the addition of a third year of mathematics in the 9-12 curriculum. Likewise, data has shown great gains for students in reading, therefore, Title I programming has been more heavily moved to support mathematics in the K-6.

Continued work within this curriculum area is needed and the yearly data collection procedures and evaluation have provided trend data for the program team to continue to make informed decisions concerning district needs and professional development.

The **Science** curriculum currently being utilized with the district is based on collaborative inquiry within content. Students are active learners and are encouraged to explore and investigate scientific ideas. They are expected to read, write, and discuss science. The program asks students to hypothesize, test, and build arguments while reasoning and weighing the alternatives to their thinking and data gathering.

The curriculum "mapping" documents continue to support the evolution of content and skill development within the district and have identified the "gaps" and "overlaps" within the curriculum that need addressing to align meaningfully with both the state and national standards within science.

A **Social Studies** curriculum provides students with structured opportunities to read and discuss information from a variety of primary and secondary sources, essays, content resources, and geographical representations. This curriculum guides students to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society while understanding the global world we live in.

The HSTW comprehensive reform model helped to frame a collaborative project with the English and Social Studies programs to shape the Senior Project. The depth and variety of these projects revealed elements of student achievement that cannot be measured with current state testing: oral language, technology applications and real world applications of learning. The continuance of this project is a model for other local and state district to build methods of assessment of student learning based on performance and authentic learning.

The encore curriculum can not be ignored. The career and technical courses made available for students grades 7-12 have incorporated new instructional strategies and technological support for students that cross over into their content courses as well as community interactions. HSTW helped to identify and train teachers to create pathways for students to connect to content and their learning through the work that Micky Hickman, HSTW Consultant, provided for the district teaching staff.

Turtle Lake participated in a Technology Literacy Challenge Fund Grant. Professional development opportunities through this grant meshed strongly with the HSTW goals and provided resources for more staff to attend high quality training on technology use. The district also collaborated with CESA 11 to support the creation of a technology long-range plan, and support improvement in technology access in the classrooms. This work is very timely. The state of Wisconsin will be assessing students in what might be termed, "A Technologically Literate Student" within the next two years and this support for both specialists and classroom teachers will be an added value for student success within this assessment and their learning.

## **Part 2. Secondary Schools**

The secondary level English/language curriculum continues to make great strides. Students are using a variety of resources depending upon the course and suitability for students' needs.

Students are supported at all levels of achievement and many different methodologies are used, they include:

- Literature circles - which allow students to study novels and themes appropriate to their reading level
- Think Alouds and Read Alouds are used to develop and support reading strategies
- Individual Student Conferencing for critical thinking and feedback
- Prentice-Hall "Timeless Voices, Timeless Themes" - Basal Literature Textbooks support "less proficient" readers using questioning strategies built on Bloom's Taxonomy and a themed approach to the literature
- American Library Association's "high interest" choices support students for recreational and independent reading
- Silent Sustained Reading (SSR) is used every day to model and support student independent reading

Supporting students in reading across the curriculum is a critical element within the Turtle Lake High School. The impact of the above mentioned strategies were apparent to classroom instruction. A random survey of students indicated that students were not only aware of the support for their reading achievement, but saw these support mechanisms as being systemic, having impact in all of their classes.

## **Part 3**

An area of the curriculum that deserves focus because of its integrated planning and support structure is that of comprehensive writing and technology. The Turtle Lake School District has embarked on a comprehensive writing model based on 6 Traits writing, K12, for the past three years. This writing curriculum is supported by technology and all students are selecting and using the technology to access, organize, create, and communicate information for solving problems and constructing the new knowledge and products they encounter in their array of course work.

The district has participated in the variety of EdTech Grants provided by the Wisconsin Department of Public Instruction (DPI) and supported through CESA 11 for the past five years. These opportunities have shared best practices and software developments to incorporate into their unit planning when asking students to develop their writing abilities. The following has happened K-12 in order to support student learning and increase writing across the curriculum:

- Teachers have embedded 6 Traits in their Comprehensive Literacy curriculum 1-6
- English teachers 7-12 presented sample rubrics and strategies for using rubric assessment within classroom instruction
- All teachers have incorporated at least one writing assignment, per week, in all classrooms in all content areas.
- Wisconsin Information and Technology Literacy standards have been aligned and implemented into the Comprehensive Literacy curriculum
- Teachers participated in Technology Literacy Challenge Fund Grant to support technology integration and use in the classroom

Efforts continue to be made in support of other areas of the curriculum with technology such as, mathematics and science. Writing within these curriculum areas continues to be evident on teacher unit plans, but data has not been compiled to see increase in student achievement in relationship to their writing and conceptual thinking in these content areas.

## **Part 4**

Building a literate community requires that we create an environment that builds a community of thinkers and learners, a community where kids and teachers care and wonder about each other's interests and ideas and take time to talk about them, think about them, and explore them. The instructional methodologies used to support classroom instruction are varied and rich in best practice. These have been incorporated into the classroom overtime and were supported by HSTW. Helping student to construct knowledge and use their comprehension strategies when approaching any new learning is happening in a variety of ways across the curriculum. The Turtle Lake School District is using the following strategies across the curricula:

- Teacher modeling of thinking needed to address critical topics/content
- Making connections between the new strategy and what the student already knows
- Discussion of how the new strategy helps the student make meaning
- Writing across the curriculum so students begin to connect the discrete content
- Provide opportunities for guided practice in strategies within content
- Feedback loop developed for critical evaluation and intrinsic motivation
- Cooperative Learning experiences and Literature Circles developed to support ALL learners
- Performance activities built into content to help students apply their learning
- Authentic assessment opportunities designed to give students more ownership and real-life experiences

These are just a few of the instructional methods that the teachers at Turtle Lake are using to support all students toward increased achievement. Many of these methods were also modeled and supported by HSTW with the help of Educational Consultant, Micky Hickman.

## **Part 5**

Any worthwhile professional development program is defined as one that includes processes and activities designed to enhance the professional knowledge, skills, and attitudes of the educators so that they might, in turn, improve the learning of students. In Turtle Lake, this has also included learning how to redesign educational structures and cultures through the development and collaborative structure of the HSTW grant. The following are activities that were developed by the professional development team to meet the goals of the HSTW grant as well as addressing student achievement gaps. Data is currently being collected both formatively and summatively in order to measure the success of the program. The following are activities that have been developed long-term and are currently being evaluated:

- Curriculum Mapping of all courses and identification of gaps in the standards addressed/not addressed.
- Evidence folders compiled by each teacher to demonstrate use of new and improved instructional techniques
- 6 Traits of Writing program development across the curriculum
- Multiple measures of assessment used to evaluate student learning within content

These opportunities for teachers to design more meaningful instructional experiences for the Turtle Lake students are being monitored and evaluated for strength and weakness in application to the classroom.

The program that has been built in Turtle Lake is an intentional process designed out of data gathered from the annual data retreats and the work done to collaborate with HSTW. This program is an ongoing and systemic process requiring great care and purpose.

## **PART VII – ASSESSMENT RESULTS**

School Name and District: Turtle Lake High School, Turtle Lake  
 Test Grade Level, Subjects, and Years of Data: Grade 10 Reading and Mathematics, 2001-02 through 2003-04  
 School Percent Free and Reduced Price Lunches, 2003-04: 45%  
 Test Name and Publisher: Wisconsin Knowledge and Concepts Examinations (WKCE), CTB/McGraw-Hill

	Reading			Math		
	2003-04	2002-03	2001-02	2003-04	2002-03	2001-02
Month of Test Administration	February	November	November	February	November	November
<b>School Information and Scores:</b>						
# FAY* in school students tested (WKCE or alternate )	42	46	53	42	46	53
% of all FAY students tested	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	98%	96%	92%	95%	93%	64%
% tested on WKCE scoring at or above Proficient	93%	78%	60%	93%	83%	40%
% tested on WKCE scoring at or above Advanced	67%	67%	11%	57%	37%	11%
Number of students alternately assessed**	0	0	0	0	0	0
% of all students alternately assessed	0%	0%	0%	0%	0%	0%
<b>School Scores by Student Subgroup:***</b>						
<i>American Indian/Alaskan Native</i>						
# FAY* in school students tested (WKCE or alternate )	1	2	2	1	2	2
<i>Hispanic</i>						
# FAY* in school students tested (WKCE or alternate )	0	0	1	0	0	1
<i>White, non-Hispanic</i>						
# FAY* in school students tested (WKCE or alternate )	40	44	49	40	44	49
<i>Economically Disadvantaged</i>						
# FAY* in school students tested (WKCE or alternate )	15	12	8	15	12	8
% of all FAY students tested	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	93%	83%	100%	93%	83%	63%
% tested on WKCE scoring at or above Proficient	80%	58%	63%	93%	67%	13%
% tested on WKCE scoring at or above Advanced	33%	42%	13%	40%	33%	0%
Number of students alternately assessed**	0	0	0	0	0	0
% of all students alternately assessed	0%	0%	0%	0%	0%	0%
<i>Students with Disabilities</i>						
# FAY* in school students tested (WKCE or alternate )	2	0	0	2	0	0
<b>State Scores</b>						
# FAY* in district students tested (WKCE or alternate)	66,505	67,689	67,659	66,505	67,689	67,659
% of all FAY in district students tested	99%	97%	96%	99%	97%	96%
% tested on WKCE scoring at or above Minimal	100%	100%	100%	100%	100%	100%
% tested on WKCE scoring at or above Basic	86%	87%	85%	84%	83%	66%
% tested on WKCE scoring at or above Proficient	71%	73%	62%	71%	71%	44%
% tested on WKCE scoring at or above Advanced	51%	53%	24%	26%	25%	16%
% of all students alternately assessed**	1%	1%	1%	1%	1%	1%

\*FAY = Full Academic Year

\*\*Alternate assessments approved under the Wisconsin accountability system are administered to qualified students with disabilities and Limited English Proficient (LEP) students.

\*\*\*Per Wisconsin policy, test results for individual student subgroups with fewer than six students are not released for public consumption in order to protect student privacy. In addition, some test results for other student subgroups are suppressed because their performance of students can be inferred indirectly. Suppressed data are noted within the table with an asterisk (\*).

